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ABSTRACT

The Williamsburg/James City County (WJC), Virginia School System employs a wide variety of professional support personnel (PSP). Little has been done to properly evaluate and monitor PSP or programs with which they are involved as the focus is on classroom teacher evaluation. PSP are reluctant to be evaluated by persons who have little knowledge of PSP professional roles and responsibilities, and who use methods with little relevance for PSP positions. The purpose of this project is to provide a framework for evaluating five full-time and one part-time WJC enrichment specialists based on the method outlined in the book, "Evaluating Professional Support Personnel in Education" (James H. Stronge and Virginia M. Helm). Steps identified to reach program evaluation goals were: (1) Identify System Needs; (2) Identify Duties; (3) Select Performance Indicators; (4) Set Performance Standards; (5) Document Job Performance; (6) Evaluate Performance; and (7) Improve/Maintain Professional Services. Appendices, making up one-third of the document, detail specific WJC program evaluation components such as an evaluation time line, schoolwide enrichment program review form, job areas and duties of an enrichment resource specialist, a checklist for developing appropriate standards, and an artifact analysis form. (JBJ)

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Will the Professional Support Evaluation Model Really Work?

A Case Study of Its Use with Gifted and Talented Resource Specialists (Williamsburg/James City County Public Schools, Virginia)

Connie W. Moody

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Introduction

The Williamsburg/James City County (WJC) School System, in recognition of the diverse needs of its student population and state and federal legislation, employs a wide variety of professional support personnel (PSP). However, little has been done to properly evaluate and monitor these employees or the programs with which they are involved. Inasmuch, the WJC Schools are in line with most school systems nationwide as ". . .few would dispute the suggestion that PSP evaluations in the past generally have been rare, inadequate, or both -- when conducted at all" (Stronge & Helm, 1991). The focus instead seems to be on classroom teachers with observation being the primary method for documenting teacher competencies (Stronge & Helm, 1992).

With PSP employees firmly entrenched as permanent and necessary fixtures within the schools, it is reasonable that they should expect the development and use of evaluation procedures and tools specifically designed to honor the job responsibilities, performance indicators, and best modes of data collection for their respective positions. No professional shies away from evaluation, especially when it is designed to enhance professional growth and the quality of one's work performance as they relate to the attainment of individual professional, program, and system goals. On the other hand, it is easy to understand why PSP are reluctant "to be evaluated by someone whom they regard as knowing little if anything about their professional roles and responsibilities" (Stronge & Helm, 1991). This reluctance is compounded when the tools for and modes of data collection have little relationship to the duties of the employee being evaluated.

Such is the case for the five full-time and one part-time Schoolwide Enrichment Specialists in the WJC Schools. These PSP are evaluated (or at least observed – evaluation and observation seem to be synonymous in this district) using a checklist developed for classroom teachers. Very little attention is given the actual job responsibilities of these specialists. As a matter of fact, in order to be observed, a specialist must arrange to be engaged with a group of students in some kind of activity that can be equated with a typical classroom setting!

Statement of the Problem

"High quality programs do not happen by accident. In addition to careful planning and a commitment to carrying out specific responsibilities on the parts of all persons involved, a system for evaluation and monitoring must be built into the overall programming model" (Renzulli & Reis, 1985). Likewise the personnel who serve within each program must be evaluated to determine if they are performing their jobs competently and if the jobs accurately reflect both the program goals and the organization's mission. With the alignment of individual objectives, program goals, and the organization's mission, the evaluation of individual staff performance will provide significant information for evaluating the effectiveness of the organization's programs and services, and the progress toward achieving the institutional goals and missions (Stronge & Helm, 1991). This voluntary effort may lead to program inprovement and increased public support and approval (Knapper, 1978).

In the WJC Schools, enrichment resource specialists have replaced the traditional G/T teacher. These specialists are school-level administrators of a multi-faceted program who need and deserve an evaluation model that assesses their strengths and weaknesses in relation to the program goals and provides feedback for continued professional growth and development. The purpose of this project is to provide a framework for evaluating the WJC enrichment specialists based on the method outlined in the book, *Evaluating Professional Support Personnel in Education* by James H. Stronge and Virginia M. Helm (1991). The VISIONS/

Schoolwide Enrichment Program must take the initiative to create and institute an effective evaluation procedure for its staff members and ultimately for the program itself. By taking this initiative, the VISIONS personnel may become true agents of change as other PSP groups adopt this model and tailor it to match their own program goals and personnel duties.

Review of Literature

There is a dearth of literature concerning the evaluation of gifted program personnel. Much can be found about program evaluation, but the "evaluation" of the staff members seems to be limited to listings of teacher competencies, characteristics, and behaviors. This is probably due to the fact that in most cases the teachers of the gifted are regular classroom teachers who have identified gifted students in their classrooms or are teachers assigned to "pull-out" gifted students for special instruction and experiences. It is these characteristics and behaviors which make it likely that a teacher will differentiate the curriculum content, processes, and products for the gifted students. However, these lists have no real relationship to program goals, personnel duties, or performance indicators; therefore, they are ill-suited to be used as evaluation standards.

There is no shortage of literature on the evaluation of professional educators (teachers); yet, there is little dedicated solely to the unique concerns of evaluating professional support personnel. One can easily synthesize, from the literature geared toward the evaluation of teachers, a list of common purposes and principles related to the assessment and evaluation of any professional. Sources such as Rebore (1987), McGreal (1983), and Stiggins & Duke (1988) contribute to this list of commonalities:

1. To foster the self-development of each employee;
2. To identify a variety of tasks that an employee is capable of performing;
3. To identify staff development needs;
4. To improve performance;
5. To determine whether or not an employee should be retained;
6. To determine the potential for promotion and/or salary increase;
7. To protect students and school employees from incompetence;
8. To assess the system's employee selection process;
9. To provide a basis for career planning and professional development;
10. To provide individuals and institutions with indicators regarding expectations and areas of responsibility, authority, and discretion, and;
11. To provide a legal and ethical framework of operation.

Consider in addition to this list of reasons for evaluation this definition for evaluation developed by Stronge and Helm (1991) which alludes to the purpose of evaluation as they see it. "Evaluation is a process of determining the degree to which an employee's or a program's objectives have been achieved in order to improve continually the educational institution's ability to accomplish its mission" (p. 25).

While there isn't a great deal of specific literature on the evaluation of PSP, there are eight critical attributes of effective evaluation systems identified by David T. Conley and cited by Stronge and Helm in their book (1991, p. 12 - 14). These attributes address the question, "What are some of the key elements that will help an evaluation system address the often conflicting needs of organizational accountability and individual growth?" They include:

1. All participants accept the validity of the [evaluation] system.
2. All participants thoroughly understand the mechanics of the system.

3. Evaluatees know that the performance criteria have a clear, consistent rationale.
4. Evaluators are properly trained in the procedural and substantive use of the system.
5. Levels of evaluation are employed, each with a different goal.
6. The evaluation distinguishes between the formative and summative dimensions.
7. A variety of evaluation methods are used.
8. Evaluation is a district priority.

In their article, "Evaluating Educational Support Personnel: A Conceptual and Legal Framework", Stronge and Helm (1990) listed four basic attributes for sound evaluation as defined by the Joint Committee on Standards for Educational Evaluation in 1988. These four attributes include: propriety standards, utility standards, feasibility standards, and accuracy standards.

An investigation of the literature on evaluation by Beckhouse, Cobb, Moody, Morgan, and Price (1993) revealed factors critical to the evaluation of educational personnel such as the need for a positive focus built on cooperative attitudes, trust, and clear communication. They also found that exemplary evaluation systems must consider institutional needs, goal setting, measurable performance indicators, constructive feedback, and an understanding of the differences between formative and summative appraisal. Also critical to appropriate evaluation of professional support personnel is the need for a valid, reliable, and useful measure that can be adapted to categories, positions, and individuals (Stronge & Helm, 1991). The need for using a variety of sources of data, for comprehensive staff development, and for cooperative input by building-based and program administrators or supervisors is cited by McGreal (1983). Sensitivity to the particularistic nature of the educator, position, and educational context is critical (Popham, 1988).

Any evaluation model that is to be used successfully for PSP must resist the temptation to draw a parallel between *task observation* of professional support personnel and *classroom observation* of regular teachers (Poster, 1991). It is imperative that support personnel be appraised by a person(s) who has management responsibility for him or her as well as considerable knowledge about program goals pertinent to the PSP's role. For many PSP evaluations, this will require interplay between a building administrator and a program coordinator. Appraisal tools and methods must include task observation and artifacts collection and should take into consideration additional [data sources] such as: peer evaluations, student evaluations, self-evaluations, and student performance. Adaptations must be based on job specifications of the staff member, system needs, and cooperatively developed performance indicators and standards (Poster, 1991; Stronge & Helm, 1992).

Figure 1 about here

The seven-step model proposed by Stronge and Helm (1991) in their text, *Evaluating Professional Support Personnel in Education* is an excellent model which can be used by the WJC Schools to evaluate all PSP including the Schoolwide Enrichment Specialists who staff the VISIONS Program (see Figure 1). Stronge and Helm have sought to integrate all the characteristics, attributes, and observations about effective evaluations which have been mentioned thus far. Their model is congruent with standards developed by the Joint Committee for Educational Evaluation and includes the following key elements: (1) an emphasis on the four basic attributes of sound evaluation -- propriety, utility, feasibility, and accuracy; (2)

application of systems theory; (3) emphasis on communication; (4) reliance on multifaceted data collection; and (5) emphasis on improvement of job performance in relation to the educational organization's goals. Though the model put forth by Stronge and Helm serves as a framework, the development of the actual evaluation process (and any instruments) is still meant to be an individualized design that directly corresponds to the position being considered, the program's goals, and the system's mission. However, the seven-steps are so thoroughly described that this text literally functioned as a handbook for the proposed enrichment specialist's evaluation found on the following pages.

Organizational Goals and Personnel Evaluation

The mission statement of the WJC Schools and the goal statement of the Schoolwide Enrichment Program (VISIONS) are somewhat ambiguous and too loosely defined to serve as the evaluation standard for the Schoolwide Enrichment Program or the professional support personnel (enrichment specialists) who staff it. However, the mission statement provides a clear foundation when it is used as a guideline for developing more specific school/program goals, school/program expectations, and job responsibilities from which performance indicators can be created.

The WJC mission statement has within its text key phrases which should serve as the impetus for the goal statements and improvement plans established by each school and program within the system. Some of the phrases can lead to a rather broad interpretation which, some would argue, render them meaningless and futile (Castetter, 1981; Patton, 1986). However, with provisions for open, honest, and constant communication and feedback, they should serve as guidelines for the individual schools and the programs within the schools, thus allowing for more site-based management and shared decision making -- two important trends in education today.

For instance, the phrase "...through partnership with home and community," is in keeping with the new paradigms of school reform which dictate that schools must become more integral parts of the community and that communities must embrace schools and help in the training of young people for their roles in society. Each school within the WJC district, being a system within a system, must find ways to address this guideline in its school improvement plan with specific, measurable objectives and workable and realistic strategies. By the same token, special programs, such as the Schoolwide Enrichment Program, must also determine ways to honor this guideline as it establishes program goals and expectations and personnel responsibilities.

Therefore, one way to begin to institute an evaluation system for the professional support personnel who work as schoolwide enrichment specialists is to closely examine the context of the WJC mission statement to be sure that the Schoolwide Enrichment Program's goal statement is in keeping with the guidelines put forth (see Figure 2).

Figure 2 about here

If the WJC mission statement is the guideline, then all other goal statements (those of the individual schools and programs) have the burden of being more clearly defined and specifically stated. For this reason, the existing goal statement of the Schoolwide Enrichment Program is too ambiguous to be useful in the personnel (or program) evaluation process.

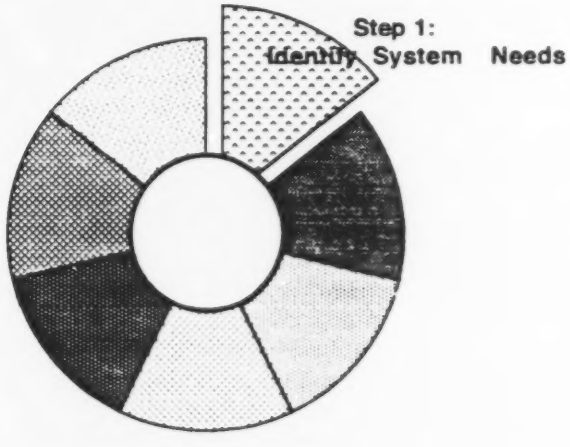
Goal Statement of the Schoolwide Enrichment Program (As of 8/93)

The goal of the Schoolwide Enrichment Program in the Williamsburg/James City County Public School System is to nurture students' strengths, talents, and sustained interests by

providing opportunities for students to become creative producers and life-long learners. To achieve this goal, we seek to develop gifted behaviors in students through three types of enrichment activities offered within each school.

In order to make the program goals clear to each Enrichment Specialist whose job it is to achieve these goals, the expectations must be clearly delineated. This may entail having a goal statement that is longer than one paragraph. The dilemma seems to be one of audience. So often goal statements are shared with parent groups and community members as a matter of public relations. The idea behind a simplistic statement then being that these people lack expertise in the field of education and would be unable to fathom a lengthier description of what we are about. Or worse yet, there is perhaps a fear that we don't really want them to know what we are about and be able, as taxpayers, to hold us accountable. At this point, it may be necessary to prioritize the many, different uses for goal statements. Rather than using the goal statement itself as a means of communicating with the public, it would be better to use these goals as the driving force behind the organization (or system) reaching its desired state of being and let the results of this meaningful effort speak to the public for themselves.

With this in mind and in keeping with the Mission Statement of the Williamsburg/James City County School Division, the goals of the Schoolwide Enrichment Program can be pulled directly from the list of interpretations on Figure 2. One might even argue that formatting goals in a list facilitates the subsequent steps in evaluating professional support personnel -- Step 2: Identifying Duties.

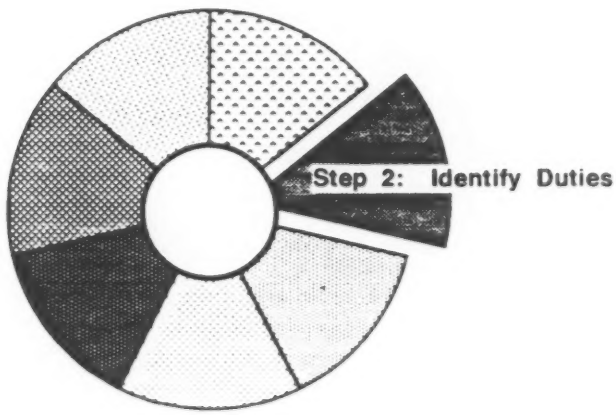


The idea that schools and programs are systems within a greater system has already been mentioned. It should also be noted that often this program subsystem is constantly interacting with one or more subsystems: schools, levels (i.e., elementary, middle, and high school), and/or other programs. This can have unique implications for needs assessment and planning. For instance, the WJC VISIONS Program coordinator at the district level would have to conduct the needs assessment for the program as a whole. Whereas, the enrichment specialists who service the three middle schools would work together with the

district coordinator to design and conduct a needs assessment for the middle school level of the program. And, of course, each enrichment specialist would work to ascertain the needs within the school(s) he or she services. Rather than beginning the program review process at the district level, the review process should begin at each school, move through the level review, and finally the program should be reviewed at the district level. By moving through the review process in this manner, the primary constituents -- the students, and the front lines of operations -- the schools remain in the forefront.

For this purpose, a program review form can be used first by specialists in the individual schools, then by teams of specialists representing the three levels, and finally by the district level coordinator to compile an adequate description of the existing program. The Program Review Form in the appendix should serve as an aid to reviewing the current program.

Likewise, the assessment of future needs must be done using this three tiered approach in order to make the decisions to keep, modify, delete, expand, or add services and delivery modes which are necessary to mold the greater system and its subsystem components toward their vision for the future (Stronge and Helm, 1991). The information gleaned from the review of the district mission statement, the existing program, and the program goals can be used to create needs assessment documents designed to reveal the specific future needs of the program as it is manifested in each school, at each level, and district-wide.



Stronge and Helm (1991) stated that "[f]or congruence to exist between the organization's goals and performance, the assessed needs of the organization must serve to clarify the expectations of all programs (including professional support programs), which in turn define the staff job responsibilities [duties] associated with a given program. If a school district or any educational organization is to actuate an effective and efficient state of being, it must achieve alignment stretching from the organization's broad goals to the front line of personnel service delivery" (p. 98, 99).

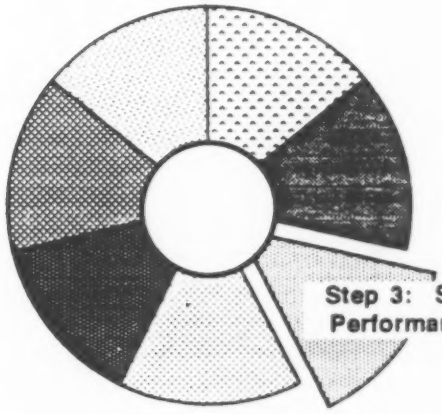
Just as it is absolutely essential that the goals of the organization and program be clearly defined, it is imperative that clear and absolute job responsibilities and expectations be delineated for employees. Somewhere along the line the assumption has been made that once a person is hired as a practicing

professional, he or she no longer requires direction and guidance. It is as if the act of hiring someone automatically imbues him or her with a complete understanding of the job expectations (Redfern, 1980).

This is especially true in non-traditional roles because they are, well..., non-traditional. Professional support personnel often do not have the advantage of being surrounded by coworkers who have the same roles within the organization. There are very few models for these people. Likewise, they are often the professional "in charge" of a fairly new or unique program or service that does not have a lengthy track record and clearly understood expectations. Considering these elements of chance, leaving the job expectations undefined will certainly cause professional burn-out and breakdown if not program failure.

The role of the enrichment resource specialist is unique in that it falls into several of the support personnel categories listed by Stronge and Helm (1991) in their book, *Evaluating Professional Support Personnel in Education*. Elements of the duties of an enrichment resource specialist would justify classification of the position as all of the following: pupil personnel services, instructional support services, and academic/ program development services. Because of the nature of this multi-faceted role, it is especially imperative that a comprehensive job description or duties list be provided the personnel who work as enrichment resource specialists. The list of duties provided in the appendix is a comprehensive list for WJC schoolwide enrichment specialists based on the current program description and goals.

The lengthy but explicit list of the duties would seem to indicate that a future needs assessment and program review may reveal the need for eliminating aspects of the program or bringing additional personnel on board. As a matter of fact, the number of duties, while there is overlap in some job areas, would make it nearly impossible to run a program because most of the time the specialist would be involved in some aspect of evaluation. However, this list does reflect the current expectations of these specialists.



While duties do indeed describe the functions of an employee as they relate to evaluation, they do not lend themselves to direct measurement. It is almost impossible to readily evaluate the essence of the job as captured in the list of duties without using highly subjective and speculative judgements. Therefore, it is necessary to translate the implications of these duties into performance indicators (using the same rationale as

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performance objectives) that are both measurable and indicative of the responsibility in question (Stronge and Helm, 1991). Using appropriate performance indicators has many benefits in the evaluation process.

- They allow for direct, objective measurement.
- They allow appraisal procedures to ascertain the extent to which an individual exhibits performance commensurate with the objectives.
- The use of performance indicators builds collegiality and collaboration as evaluators and evaluatees work together to define them.
- Performance indicators enhance the interactive formative and summative aspects of personnel evaluation.
- They generate more clearly defined feedback for the employee at conferencing.
- They provide insight into program needs or staff development needs, or any potentially necessary modifications to the organization's goals.

Stronge and Helm (1991) also listed additional key points about performance indicators that can serve as guidelines when creating such indicators no matter what the position, the area, or the specific duty.

- Performance indicators are the observable activities that are related to the performance of duties.
- Performance indicators should be selected for inclusion in the evaluation based on their reresentativeness of the domain of a particular duty.
- Performance indicators are activities whose performance can be objectively documented and measured.
- Because performance indicators can be documented, they can be measured in a quantitative fashion, they are the objective basis for evaluation.
- As an objective basis for evaluation, performance indicators are used as a sample of behavior for assessing performances of duties.
- Performance indicators are intended merely as a sample and not as a full set of behaviors related to duties.

Add to this list the idea that performance indicators should adequately specify worthy and realistic objectives (Harris, McIntyre, Littleton, & Long, 1985; Bolton, 1980).

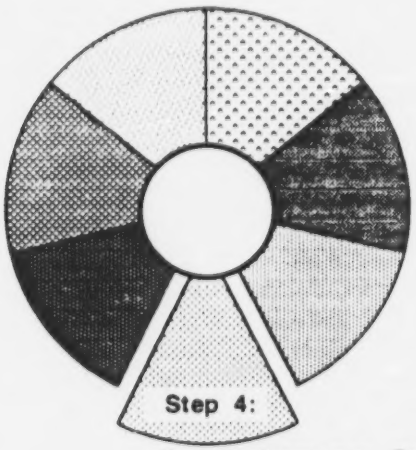
To be sure there are any number of behaviors associated with the many, different duties of any position. However, there are selection criteria which, when employed will help guarantee that the best possible indicators are being used. These criteria address the concepts of representativeness, accuracy, and importance (Stronge and Helm, 1991). These concepts can be defined as follows:

- representativeness = Performance indicators represent the body of behaviors associated with a given duty. They are not intended to be comprehensive and all encompassing. Care should be taken, by both the evaluator and the evaluatee, to select indicators which will encourage a mutually satisfactory evaluation process.
- accuracy = Primary indicators (e.g., time on task, preparation, continued education) versus secondary indicators are recommended as they are more accurate measures of performance criteria.

- importance = Three factors should be taken into consideration when determining the level of importance of performance indicators: health and safety, educational significance, and cumulative effect of staff behaviors. Any one of these factors or a combination of these factors may elevate a performance indicator to position of real importance.

It is very important that "all users of the accountability system ... be represented in designing it" (Krumboltz, 1974). All staff members, coordinators, principals, etc. must work together to generate appropriate performance indicators while keeping in mind the situational variables and unique needs that exist in the given organizational setting (Stronge and Helm, 1991). A "menu" of performance indicators has been created by the VISIONS staff (see Appendix). Building administrators, advisory council members, and others associated witht the program will be given the opportunity to respond to these indicators and to submit additional indicators. As a result a thorough list of indicators will be available, so this step need not be recreated each year. Instead, newly created indicators will simply be added to the existing list. A thorough review of this step need only occur on the regular program evaluation cycle every three to five years.

At this point in the development of an evaluaton process for enrichment resource specialists, it is necessary to address the role of two key people involved in the evaluation process. Enrichment resource specialists in Williamsburg/James City County are in the unique position of being central office employees who are assigned to individual schools. This means that each specialists has a building administrator (or two - if assigned to more than one school) and a central office coordinator who both serve in supervisory capacities for the specialist. Interaction with and input from both of these individuals as evaluators is necessary. The building administrator has a keen awareness of the goals and needs of the school, whereas, the central office coordinator has more expertise in the role of enrichment programs in schools and the needs of high ability learners (the primary clients of the program). This strengthens the argument for a multi-faceted evaluation process for these professional support personnel.



Set Performance Standards

Perhaps one of the most time consuming yet vital aspects of the evaluation process is the creation of standards. By definition, "[s]tandards... are statements of predetermined levels of acceptable results,

understood in light of the context and viewed with attention to the processes which were utilized to achieve those results" (Stronge & Helm, 1991, p. 148). The standards that will be used to evaluate the level of performance of an individual must be set prior to documenting job performance. Both the evaluator and evaluatee should be involved in creating the standards and great care should be taken to assess the appropriateness of the standards on the basis of several important criteria. These criteria have been incorporated into a form (see Appendix) that will help novices consider each criterion for every standard that is written. Administrators (evaluators) may have more training or experience in the rudiments of writing performance standards but will find the form and collaboration with the specialist most helpful in the evaluation process.

As was mentioned before, all users of the accountability system must be represented in its design. That is the enrichment specialist (PSP), the program coordinator, and the building administrator should all be involved in creating the standards. In order to streamline this step, the enrichment specialist should develop a standard for each performance indicator that honors the criteria for creating standards or should choose one from the "menu" of standards (currently being developed by the VISIONS staff). A list of all the standards should then be submitted to both the program coordinator and the building administrator about two weeks prior to a meeting (which will ideally be held before the school year begins -- see the time line in the appendix). The program coordinator and building administrator should review the list with the criteria at hand and be prepared to make comments and/or suggest changes. The standards (and any recommended changes) will be reviewed and discussed at the pre-evaluation conference. The finalized list (complete with agreed changes) will be used for the enrichment specialist's evaluation(s) during the coming school year. It is important to note that every standard must be linked directly to a performance indicator which is also linked directly to a duty.

By giving the enrichment specialists a key role in the development of the standards, feelings of trust, respect, confidence, and fairness are cultivated and maintained. The program coordinator's involvement will ensure that attempts are made to note and incorporate what effective predecessors or personnel in similar organizations have done. The building administrator and program coordinator will be able to work together to see that contextual considerations (i.e., based on the needs of the program or school, the money, the facilities, and the time available) are honored by the standards set (Stronge & Helm, 1991).

Stronge and Helm (1991, p. 152) stated that "[a] level of performance is *acceptable* when it satisfactorily aids in fulfilling the job responsibility, thereby serving the needs of the institution and the clients (students) to be served." It is virtually impossible to define acceptable as it involves the judgments of the evaluator(s) and evaluatee and the context of the job performance at any given point in time. However, there is no disputing the fact that some duties are more critical than others and that some employees have more critical job functions than do other employees. For these critical functions and positions, there must be more stringent standards than might be set for less critical aspects of a given position. Factors to be considered in regards to this include: health and safety for students, educational significance, and cumulative effect (Stronge & Helm, 1991).

Schoolwide enrichment specialists would have some critical duties that relate to these factors. For instance, when working with a group of students, it is essential that the specialist provide adequate supervision at all times to guarantee that the *health and safety of the students* are maintained. The *educational significance* of not following-up on a teacher recommendation of a student for identification into

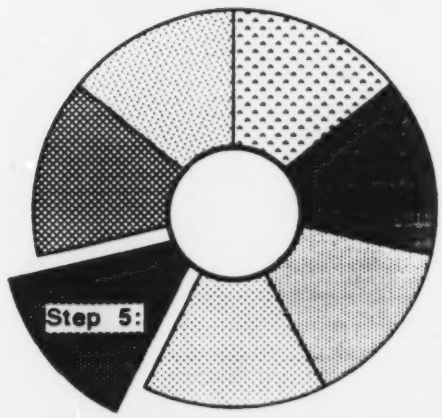
the talent pool may mean that a student who should be receiving services is not. Some performance indicators of enrichment specialists alone may not seem critical; however, the combined impact of several indicators may be critical and provide a *cumulative effect*.. One duty of an enrichment specialist is to provide information about the unique needs and characteristics of high ability learners for parents. Two performance indicators are identified: (a) features informational articles in regular newsletters; and (b) prepares and disseminates information for parents. If one of these performance indicators is done with little care or attention (if at all); then an important person in the life of a child may not have some very helpful information or may receive distorted information.

It is imperative during this step of the evaluation process that everyone concerned be aware of critical duties and set high standards for the performance of these responsibilities. This information can also be valuable in the review of the job description and the duties. Nothing is more frustrating for a professional than to know that he or she has many duties, even critical ones, that do not receive proper attention because the context of the job (i.e., the time and monies allotted) is not adequate. This step requires such a close examination of the duties and a careful consideration of the performance indicators that it may inspire the revision of those duties and performance indicators based on the feasibility and reality of any one specialist being able to perform all the duties at a satisfactory (or better yet, excellent) level.

Some Thoughts on Step 4: Setting Performance Standards

The concept of setting standards for measuring specific performance indicators is new, or at least foreign, to most educators. The initial involvement in this aspect of the evaluation process may cause frustration for evaluatees (and evaluators) due to a lack of skill and understanding. Yet, the step (and the complete collaboration between evaluatee and evaluator) is so vital to effective evaluation that proper training and resources must be made available to those involved.

For the enrichment specialists, the program coordinator, and all the building administrators in the WJC Schools, there is a real need for professional development and training in writing appropriate standards. The "handbook" *Evaluating Professional Support Personnel in Education* by Stronge and Helm (1991) has a chapter that more thoroughly describes the process than does this paper. However, having an expert in writing evaluation standards provide inservice and feedback as each specialist/administrator team prepares the first list of standards would have the greatest impact on guaranteeing the effective implementation of this evaluation model. Every necessary arrangement should also be made to ensure that newly hired specialists receive the same training.



Document Job Performance

In order to truly evaluate or to make any personnel decisions about an employee, there must be recorded evidence of the quantity and quality of his or her job performance -- documentation must exist. In order to truly interpret the level or degree of the quantity and/or quality of an employee's performance, this documentation must be composed of both primary and secondary data derived from a variety of sources (Stronge & Helm, 1991). This is especially true for professional support personnel whose job responsibilities are many and varied (if not unusual) and are not easily documented using standard (or at least commonly practiced) methods. As a matter of fact, many would agree that every professional deserves a more complete and diversified system of data collection and performance documentation than is currently utilized with most educators.

This step in the evaluation process proposed by Stronge and Helm has the most potential for shifting the paradigm of personnel evaluation. In many situations observation has become synonymous with evaluation and little regard is given to the many, varied, and unusual responsibilities of some staff members. While it is true that the evaluation process should begin with the identification of system needs and progress through the steps of relating program expectations to duties, selecting performance indicators, and then setting standards. This may be an unrealistic ideal to think that many systems or programs will engage in such a process without a little more motivation than, "It should be done." However, if educational organizations (systems, programs, or at least schools) will broaden their concepts of evaluation and data collection, then a realization of the various facets of an employee's job will become evident. This would then lead to a consideration of those duties (and performance indicators) and their relationship to the program's goals and the system's mission. Changing the methods for data collection may not be the first step in the process, but if it is all a school or system is willing or able to do at this time, it is, at least, a step in the right direction.

As one reviews the list of the duties of a schoolwide enrichment specialist, it is obvious that many aspects of this job are not readily or easily observable. Yet, the only method of evaluation used in the WJC Schools is observation, though there is token attention given to the setting of personal professional goals. Not only is observation the only method of data collection, the instrument used for formal observations is a

checklist designed to reflect the major duties and prescribed stylistic processes of a classroom teacher.

As was stated in the introduction, the WJC School District does recognize the diverse needs of its student population and, thus, employs many, different professional support personnel: guidance counselors, nurses, social workers, psychologists, media specialists, etc. However, most of these professionals are not evaluated using instruments and procedures that reflect their duties and none of these staff members, nor the programs they represent, have adopted a formal evaluation model like the one outlined by Stronge and Helm (1991).

The VISIONS/Schoolwide Enrichment Program has been going through a rapid evolution, if not a metamorphosis, for the past four years. The Schoolwide Enrichment Model developed by Joseph Renzulli has been adopted systemwide. Each individual school under the leadership of the specialist who serves it has been modifying and refining this model so that it fits the needs and characteristics of the school. At this point in time, most of the schools have a working version of the model fully in place. Now it is time to build the supports that will guarantee that the program will continue to improve. Some of these supports include personnel and program evaluation procedures and instruments. It could be argued that had such practices as examining the mission statement and developing program goals in keeping with this mission statement, reviewing the existing program, conducting a needs assessment, and planning for the evaluation of personnel been in place, the adoption of the Schoolwide Enrichment Program would have been better facilitated.

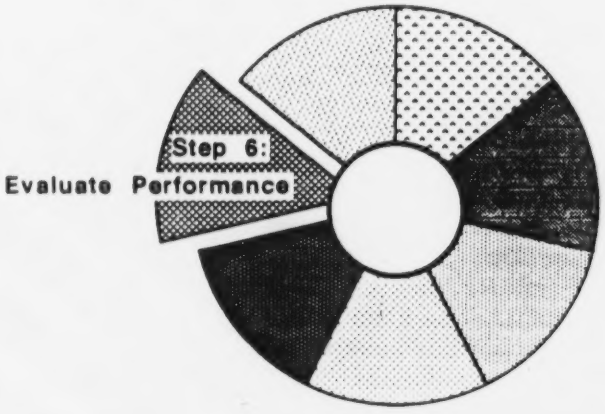
The variety of sources of documentation recommended by Stronge and Helm will allow for a complete evaluation of the many, different duties of the enrichment specialists and subsequent performance indicators. Because enrichment specialists work with students in minicourses and enrichment clusters, there is still a valid reason for using observation as a data gathering tool. For these observations, it would even be acceptable to use the checklist designed for classroom teachers, not because it is a valid instrument (we will leave the refinement and modification of this instrument for another time), but because in this capacity, we are acting as teachers. Observations could also be used to evaluate the quality of performance when a specialist conducts a staff development session, a teacher team meeting, or a parent workshop.

Self-assessments would prove very enlightening for the enrichment specialist for many reasons. One way in which the enrichment specialist would benefit is that an honest self-appraisal would reveal his or her progress toward achieving the individual professional goals that have been set for the year. This information would serve as a guideline in modifying behaviors or practices so that goals might be fully realized at the end of the year. The specialist would also be able to identify his or her strengths and weaknesses and alter his or her performance accordingly. The strongest argument, however, for using self-assessment as a means of evaluation is that it is a practice that is required of the primary constituents of these specialists -- the gifted learners.

The duties of enrichment specialists clearly indicate that several constituencies exist for these PSP. It is only fitting that these groups be able to contribute to the evaluation of the specialists through surveys (questionnaires or interviews). Because building administrators and program coordinators, too, have diverse responsibilities, it is unlikely that either will be able to constantly monitor the effectiveness of a given employee. They must rely on the input of others who have more direct and constant contact with the employee, in this case, the other professional staff members, the students, and parents. Of these groups, a random sampling of those most impacted by the work of the specialist would be in order.

Artifact collection is absolutely necessary when evaluating enrichment specialists. Because of the nature of several duties, documents and records of all sorts are being generated by these PSP. Some of the artifacts generated by a resource specialist include monthly calendars, Type I announcements, minicourse syllabi and lesson plans, confidential data files on talent pool students, learning centers, catalogs, resource files, etc. If for no other reason than to acknowledge that the development of every artifact takes professional time, talent, and effort, samples should be collected and reviewed. Of course, the artifacts reveal a great deal of information about the specialist and provide a superb source of low-inference data to achieve a well-balanced evaluation. An Artifact Analysis Form is provided in the appendix and represents one possible means of evaluating artifacts that are generated by the resource specialist throughout the year.

As this model is refined and adopted for use in evaluating the Schoolwide Enrichment Program's PSP, much professional time and energy must be dedicated initially to developing appropriate data collection instruments. That is, each enrichment resource specialist will need to collaborate with the program coordinator and building administrator (the VISIONS staff might also choose to work together) to create observation forms, self-assessment report forms, and constituency questionnaires. Once these forms are developed, like the duties and performance indicators, they should only require minor modifications (if any) from year to year.



At this stage of the evaluation process (or cycle), the evaluator is trying to determine if there is any *significant* discrepancy between the achievements or behaviors of the employee (through documented job performance) and the predetermined standards of his or her duties (performance indicators). Once this determination is made, the matter then becomes one of how to use the information. Depending upon the point in the cycle at which the measurement and comparison occurs, the evaluation can be classified as formative or summative. Good personnel evaluations should have both formative and summative components.

The Evaluation Instruments and Performance Profiles

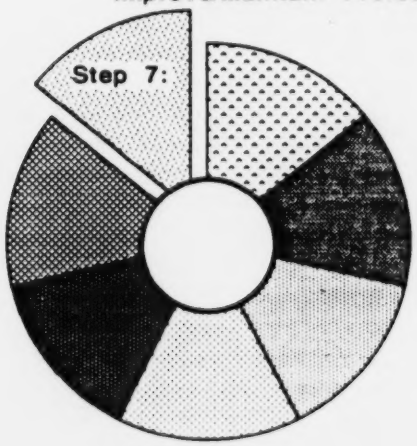
Like any other tools and instruments, those developed for evaluations are useless without the intelligence and thoughtfulness of the evaluator and evaluatee applied to them. The design of the evaluation

forms and performance analysis instruments is meant to convey information in the most helpful and concise manner; however, they are in no way meant to take the place of open, honest verbal communication. As a matter of fact, direct dialog must accompany the presentation of any forms to make them the meaningful, productive agents for growth and development that they are meant to be. In the coming year, the VISIONS staff will need to work together to develop prototype instruments and a rating system for data collection and noting the level of performance for chosen standards.

It should also be noted that, like any facet of the evaluation process, the forms can and should be modified as the need to do so becomes apparent. Any changes that are incorporated should be discussed and decided upon by everyone involved -- the enrichment specialists, the program coordinator, and the building administrators. Just as there are infinite possibilities to design improvements for a mouse trap, there is always room for making the instruments better fit the needs of the organization or school.

The generation of performance profiles (histograms) for each PSP after the summative evaluation at the end of the evaluation period is one way of graphically illustrating the overall performance rating. Profiles will be designed to show the specialist's performance in one area by charting the effectiveness rating of each indicator. Another profile can be generated to show all the areas which will reflect the specialist's overall performance. These profiles will be designed to give the specialist a visual interpretation of his or her performance and to aid in the development of professional development plan and performance standards proposal in the next evaluation period.

Improve/Maintain Professional Services



Throughout this paper, this method of evaluating professional support personnel has been referred to as a process. Perhaps a better term would be cycle. Indeed, this "final" step in the process is really the beginning of the next evaluation cycle.

In fact, once the measurement has been conducted and any discrepancy between performance and objectives has been identified, a thorough evaluation system requires -- especially in formative evaluation -- that the *reason(s)* behind the discrepancy be determined by an analysis of the context, input, and process, as well as the outcome. The analysis then can be used as the basis for a variety of

actions and decisions: diagnosis of problems with specific job performance; staff decisions; funding decisions; clarification of goals, philosophies, or standards; or as data in any accountability study (Stronge & Helm, 1991, p. 202).

This paper is but a first step toward the ultimate goal of adopting and implementing a process that is appropriate for the evaluation of professional support personnel in the Williamsburg/James City County Public School System. There is much more to be done. Thus far the VISIONS staff has adopted the interpretation of the WJC mission statement and has even submitted this document to the state board of education as the "official" program goal statement. The staff members have also drafted and revised a list of duties. The next step in further developing this proposal for enrichment resource specialists is to have all the specialists and program coordinator submit possible indicators and standards. These will be compiled to create menus for use in the 1995-1996 school year when hopefully the evaluation system will be fully developed and instituted. Data gathering instruments that honor the job responsibilities and the characteristics and competencies listed above also need to be developed (with the input of building administrators where necessary).

While there is much to be done in order to put this evaluation process in place and while the process itself will require that more time and energy be applied to the annual evaluation process, the benefits of instituting this process will be a stronger program staffed by competent professional who are working towards excellence in education.

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Professional Support Personnel Evaluation Model

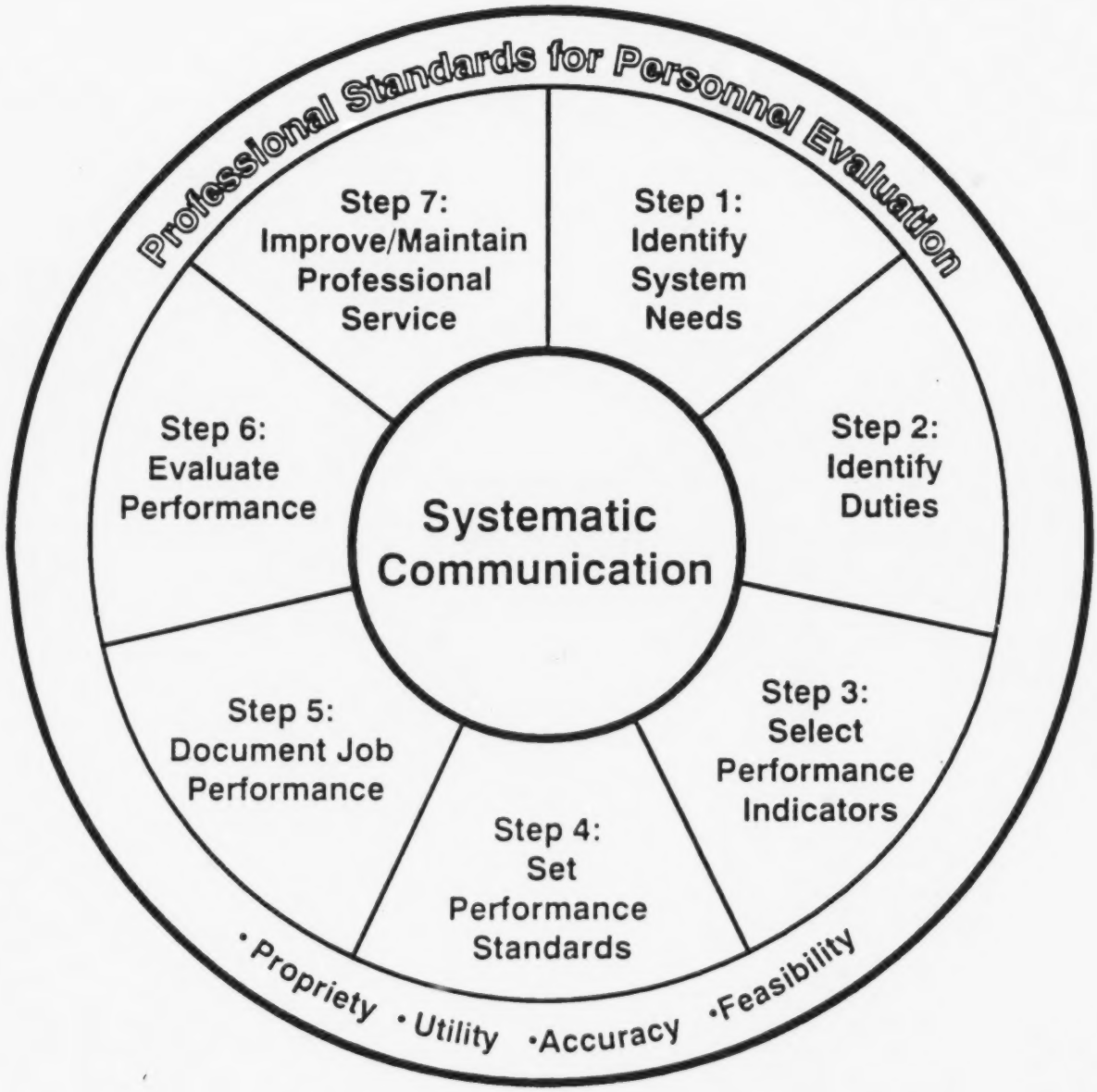

Figure 1 PSP Evaluation Model

WJC Mission Statement

The mission of the Williamsburg/James City County School Division is **to achieve excellence in education** through **partnership with home and community**, so that **each student** becomes: a **life-long learner**, **independent thinker** and **responsible citizen**.

Phrase as Stated in the WJC Mission Statement	Interpretation of Phrase by the Schoolwide Enrichment Program
• "... to achieve excellence in education..."	• to promote the "radiation of excellence" in both teachers and students • to foster a schoolwide atmosphere of excellence
• "... through partnership with home and community..."	• to implement ways of utilizing parents and community members meaningfully in the pursuit of excellence in education • to encourage students and staff to use the community as a classroom without walls
• "... each student..."	• to provide opportunities for the development of gifted behaviors in all students • to assume that students of all ability levels benefit when the values of the school reflect an atmosphere of excellence
• "... a life-long learner..."	• to find and promote ways to honor students' strengths (above average abilities in any area), talents (in academic and nonacademic areas), interests (in all areas), learning styles, creativity, and affective needs to enhance their learning and desires to continue to learn • to integrate learning how-to-learn skills into the regular curriculum and other Type II training situations
• "... independent thinker..."	• to integrate higher order thinking, creative thinking, and critical thinking skills into the regular curriculum and other Type II training situations • to facilitate independent investigations/research
• "... responsible citizen."	• to integrate affective thinking skills into the regular curriculum and other Type II training situations • to provide opportunities for students to become creative producers and practicing professionals • to encourage the use of authentic assessment and accountability methods

Figure 2 Developing Program Goals from the WJC Mission Statement

Appendix

TIME LINE FOR THE EVALUATION OF ENRICHMENT RESOURCE SPECIALISTS

BY AUGUST

It is recommended that these items be addressed before the end of the school year in June.

- Enrichment specialist submits a performance standards proposal (PSP) and a professional development plan (PDP) for the next school year to building administrator and program coordinator.

- Building administrator and program coordinator review the standards and development plans that have been submitted and make notes for any needed modifications. They may opt to meet together for this.

- A pre-evaluation conference is scheduled with the employee for the teacher work week in August (any day M - Th before 2:00 p.m.).

TEACHER WORK WEEK:
(Late August)

- At the pre-evaluation conference the specialist, the administrator, and coordinator review procedures and tools of evaluation, mutually agreed upon standards and goals, and set dates and times of any scheduled data collection meetings or interim conferences.

SEPTEMBER through DECEMBER

- Artifacts are collected and assembled by the specialist based on the performance indicators to be measured by artifact collection. When standards include dates, the artifacts should be submitted on that date (if possible).

- Scheduled observations (only) may be conducted and analyzed by the building administrator and/or program coordinator.

- Building administrator and/or program coordinator may conduct (and analyze the results from) formal or informal surveys of any or all constituency group(s) as necessary based on the standards identified for the various performance indicators.

- Specialist designs a self-assessment form which reflects the PDP goals and performance indicators and standards chosen for the year and submits it to the building administrator and program coordinator by October 15. This assessment will be completed before the interim formative conference in January.

- Specialists, administrators, and/or program coordinators may opt to schedule a conference at any time to discuss performances, behaviors, results of data collection, etc. as deemed necessary.

JANUARY

1st and 2nd WEEK:

- Remaining elements of artifact collection are submitted to building administrator and program coordinator.

- Specialist conducts interim self-assessment.

3rd WEEK:

- Building administrator and program coordinator review artifact collection and other completed assessment instruments.

4th WEEK:

- An interim formative evaluation conference is held with the specialist, the building administrator, and the program coordinator in attendance (see pp. 203 - 222 in *Evaluating Professional Support Staff in Education* by Stronge and Helm, 1991). The conference is to be scheduled any day (M - Th) before 2:00 p.m.

- Building administrator and program coordinator complete interim appraisal form and include specialist's input. Using this formative information, amendments may be made to the PDP and/or the PSP for second sememster.

FEBRUARY through APRIL

- SAME AS SEPTEMBER THROUGH DECEMBER

MAY

2nd WEEK:

- Remaining elements of required artifact collection are submitted to building administrator and program coordinator. Specialist may also submit additional artifacts with a rationale for each.

- Specialist conducts a final self- assessment

3rd WEEK:

- Building administrator and program coordinator review artifact collection and other completed assessment instruments.

4th WEEK:

- Summative evaluation conference held with specialist, building administrator, and program coordinator in attendance. Conference is to be scheduled on any day (M - Th) before 2.00 p m.

- After conference, the building administrator prepares an Overall Performance Profile and has specialist sign it. A copy is placed in the specialist's employment file.

JUNE

1st WEEK:

- Using data from the summative evaluation conference and subsequent Overall Performance Profile, the specialist prepares a first draft of his/her PDP and performance standards for the next school year. A final draft must be submitted before August 15.

2nd WEEK:

- Specialist conducts program review and program needs assessment at the school level (student, staff, and/or parent surveys). Completed forms are submitted to program coordinator by the end of the school year for review.

NOTE:

- For one week in the summer the VISIONS staff meets to analyze program reviews and needs assessments. Information gleaned from these may be used to modify program goals, job responsibilities, performance indicators, standards, etc. As a result, the specialist may need to amend his/her first draft.

Schoolwide Enrichment Program
Review Form

School_____
Level_____
District_____ **Date**_____
Person Completing Form_____ **Title**_____

(1) Program-specific information:	Please provide complete explanations below:
(a) Review of present services • What is the description of services that have been established?	
• What are the tasks performed by the staff?	
• Does congruence exist between the program description and actual services provided?	
• Are there unwritten expectations of the program? If so, what are they?	
• Does the program's actual service delivery contribute to the accomplishment of the school's/level's/systems mission?	
(b) Community relations implications • What are the perceptions of the program and staff among internal audiences (e.g., students, staff)?	
• What is the public image of the program?	
• Is the program perceived as high quality and valuable for its intended constituents?	
(c) Status of resources committed to the program • What is the operating budget?	
• Is the money being expended in compliance with established objectives?	
• Is the current level of funding adequate?	
• What materials (e.g., assessment instruments, professional publications) are available?	
• Are the types and numbers of professional and support staff adequate for desired program delivery?	
• Are facilities appropriate?	
(2) Position-specific information	Please provide complete explanations below:
(a) Review of position description • Are current job descriptions available for all staff members?	
• Are the job descriptions consistent with the demands of the program?	

Program Review Form Continued

• Are job descriptions, taken individually, adequately defined to allow for the best use of personnel expertise?	
• Do the job descriptions, taken as a whole, appropriately reflect the program's objectives and the school's/level's/system's mission?	
(b) Analysis of time and effort	
• Is documentation available regarding what staff members do and how they spend their time?	
• Does the enactment of positions match the job descriptions?	
• Do staff members invest their time wisely ?	
• Does a balanced work load exist among the staff members?	
• Are there duties and responsibilities that should be increased, reduced, eliminated?	
• Are there duties and responsibilities that should be transferred to other staff members or other programs?	
(c) Assessment of position-holders' competencies	
• What specific expertise exists among the staff?	
• Does assignment of actual duties and responsibilities match competencies of the staff?	
• Do the competencies reflect the needed areas of program emphasis?	
• What staff development efforts are needed to enhance the performance of staff?	
(3) Client-specific information	Please provide complete explanations below.
(a) Review of student demographics	
• What is an accurate description of the client population (e.g., age, gender, race, socioeconomic factors)?	
• What is the current enrollment or client population base (e.g., by grade level, academic program type)?	
• What is the nature of the community from which the client population is drawn?	
• Are there additional clarifying characteristics that reflect the background of the community in which the program operates?	

Program Review Form Continued

(b) Current use of the program	
• Are accurate records available from which descriptive data of current use may be obtained?	
• What are the patterns of use (e.g., time of day demands, heavy traffic areas within the program facilities)?	
• Which client subgroups make higher use of programs?	
• Which client subgroups make low demands?	
• Are adjustments in program services suggested by use patterns?	

Additional comments:

Schoolwide Enrichment Resource Specialist: Job Areas and Duties

AREA: Planning & Intervention **Services planned, developed, and/or delivered by the resource specialist directly to students.**

Duties:

- Plans Type I, Type II, and Type III experiences for interested talent pool students (other students as needed).
- Provides (performs or facilitates) individual and group programming services and/or enrichment experiences (Type I, Type II, and Type III) based on ability level(s), talents, interests of student(s), existing curriculum guidelines, etc.
- Provides, when necessary, academic or affective counseling to talent pool students.
- Provides talent pool students with information about talent pool membership, program offerings, and extra-school opportunities.

AREA: Staff Development

Duties:

- Determines staff development needs for working with high ability learners, utilizing the Schoolwide Enrichment Program, or other topics traditionally associated with gifted/talented education.
- Assists in the planning and implementation of training programs, workshops, or seminars, for the development and improvement of staff in areas related to gifted education.
- Aids in the orientation of new personnel.

AREA: Liaison/Coordination

Duties:

- Utilizes and coordinates community resources to serve student strengths, talents, interests, and needs.
- Provides public relations activities to communicate the program's goals and accomplishments (at both district and school levels) to students, staff, parents, and community members.
- Maintains communication with all persons involved in or affected by any aspect of the Schoolwide Enrichment Program.

AREA: Administration

Duties:

- Organizes time, resources, and work load in order to meet responsibilities and allow for appropriate allocations to student services, staff services, parent/community services, and program administration.
- Implements and coordinates the Schoolwide Enrichment Program services and activities at the school level.
- Maintains accurate, complete, and punctual records as required by law, district policy, program or administrative directives, and the annual plan.
- Prepares budget recommendations and requests according to budgetary procedures and written guidelines.
- Prepares supplies and materials orders in keeping with budgetary parameters and written guidelines.
- Provides leadership of the ongoing program and in implementing new initiatives or changes.
- Assists in the defining and dissemination of information pertaining to program policies, procedures, and offerings.
- Provides for use of current technologies available in program delivery and administration.

- Maintains an organized, functional, accessible, and current resource room or center.
- Provides supervision of students in the resource room or in any activity sponsored by the enrichment specialist.

AREA: Assessment/Evaluation

Duties:

- Assesses students' interests (using appropriate instruments)as a basis for planning and implementing Type I and Type II activities.
- Uses information gleaned from various levels of program review and needs assessments to make revisions and improvements in existing program.
- Assists in defining and reviewing criteria for talent pool placement and evaluations.
- Compiles, analyzes, and interprets data for screening and identification of students for admission into or termination from the talent pool.
- Assists, as requested, in the evaluation of schoolwide and/or systemwide plans, policies, programs, etc.

AREA: Professional Responsibilities/Development

Duties:

- Adheres to ethical standards of the teaching profession.
- Adheres to guidelines of excellent teaching (as determined by WJC Schools) when working with students in a "class" setting.
- Observes policies and regulations in the delivery of services and management of the program.
- Participates in opportunities for continued personal and professional growth and development.
- Plans and implements strategies for the attainment of personal professional goals and objectives.
- Assesses attainment of personal professional goals and objectives as described on the Professional Development Plan (PDP).
- Serves on the G/T Advisory Board.
- Serves on other committees, councils, or boards as appointed, assigned, or elected.

AREA: Consultation

Duties:

- Advocates for honoring the ability levels, talents, and interests of all students.
- Provides information about the unique needs and characteristics of high ability learners to parents.
- Shares information and insights about individual students with school personnel, parents, and social agencies in a professional and confidential manner.
- Consults with students and parents to assist in meeting students' academic and/or affective needs.
- Assists regular classroom teachers and related arts teachers with planning and implementation of curricular initiatives as requested.
- Provides input, as requested, into schoolwide and/or systemwide policy and planning decisions as well as the development of the annual plan.
- Makes recommendations to individual teachers or teams of teachers:
  - to integrate curricular and/or instructional differentiation techniques;
  - to accommodate the unique ability levels, talents, interests, affective needs, and/or learning styles of specific students;
  - to incorporate Type I and Type II experiences in the regular classroom.
- Makes recommendations for revisions to Schoolwide Enrichment Program or program offerings based on assessments and other data.

Schoolwide Enrichment Program
Checklist for Developing Appropriate Standards

Job Responsibility_____
Performance Indicator_____
Proposed Standard_____
This standard is designed to measure: (a) the outcomes of the professional performance;
(b) the level of that performance as measured by the predetermined standards;
OR (c) both the level of performance and the outcomes of that performance.

Use the following criteria to decide if a proposed standard is appropriate. Rate each item using this scale: 5 4 3 2 1 or N/A.
5 = to the greatest degree; 3 = somewhat; 1 = not at all

Legal Considerations -	
Is the standard:	
• clear, meaningful, and fully comprehendible?	
• justifiable (i.e., absolutely related to the employee's job performance or effectiveness)?	
• reasonable (i.e., could the performance be compared to another employee with similar responsibilities)?	
• communicated to the employee prior to implementation/evaluation?	
• equitable and equitably implemented (nondiscriminatory) ?	
Evaluating Standards -	
Does the standard honor:	
• propriety standards?	
• utility standards?	
• feasibility standards?	
• accuracy standards?	
Creating Standards -	
Have these considerations been applied to the standard	
• format (Is the standard stated as a behavioral objective [observable and measurable with indications of time and accuracy requirements when necessary]?);	
• quantity component (Where applicable, is an attempt made to identify how many, or how often [if at all] the performance indicators are exhibited?);	
• quality component (Is an attempt made to measure whether or not a behavior had a worthwhile impact or to measure the degree of quality of an activity?);	
• time component (Does the standard attempt to assess the amount and appropriateness of time spent on the indicator?);	
• cost component (Is there an attempt to assess the cost-effectiveness of a given performance indicator or at the relationship between funding and effectiveness?);	
• realistic expectations (Does this standard honor the mission, goals, and objectives of the system, the program, and the individual? Does this standard reflect some degree of challenge without being unrealistic or meaningless?).	

Artifact Analysis Form

Complete this form for each artifact submitted by indicating the degree to which each criterion has been met. Assign ratings using the following scale: (3) = Excellent, (2) = Satisfactory, (1) = Unsatisfactory. The blank column can be used to indicate if the criterion is nonapplicable (N/A) or if a rating less than (1) is to be assigned. Attach a copy of the artifact being reviewed to the completed analysis form.

Criteria	3	2	1		Comments
Content					
Validity: Is the artifact materially accurate and authoritative?					
Appropriateness: Is the content appropriate for the task?					
Relevance: Is the content relevant to the task?					
Motivation: Does the content motivate the receiver/user to cooperate or participate? Does it stimulate interest?					
Clarity: Is the content free of words, expressions, and graphics that would limit its comprehension?					
Conciseness: Is the artifact free of superfluous words and material? Does it seek only relevant information?					
Design					
Medium selection: Is the most appropriate medium used for meeting the objective(s) of the artifact?					
Meaningfulness: Does the artifact clearly relate to the objective for which it was designed?					
Appropriateness: Is the design appropriate to the needs and interests of the receivers? Are time constraints considered in the design?					
Sequencing: Is the artifact itself sequenced logically? Is it employed at the appropriate point in the presentation?					
Engagement: Does the artifact actively engage the receive/user? Does the appearance invite the receiver to read or use it with interest?					
Evaluation: Is there a plan for evaluating the artifact's effectiveness?					

Presentation					
Effective use of time: Is the artifact suitable for the time allotted? Is the receiver/user's time wasted by extraneous information or wordings?					
Aids to understanding: Are directions clearly explained? Are unfamiliar terms defined? Are important concepts emphasized?					
Visual quality: Does the artifact present all the significant details? Is composition uncluttered? Is there appropriate use of highlighting, color, contrasts, space, pattern, and so forth?					
Physical quality: Is the artifact appropriately durable, attractive, and simple? Are size and shape convenient for storage and future use?					
Subtotals:					
Total Rating:					

Additional comments:

Artifact submitted by: **Date of submission:**

Artifact analyzed by: **Date of analysis:**